Post-High School Vocational Transition Study

2010

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I. INTRODUCTION

Black Hills Special Services Cooperative (BHSSC) submitted a proposal to representatives of the Freedom to Work Project in South Dakota to conduct a <u>Post-High School Vocational Transition</u> <u>Study (PHSVT Study)</u> to determine the post-secondary educational and training needs for young adults in South Dakota with intellectual, severe or multiple disabilities who have been on an IEP throughout high school as well as youth, without disabilities, but who do not have the cognitive ability to pass the educational entrance exam of formal post-secondary South Dakota universities or technical institutes.

Black Hills Special Services Cooperative has worked with agencies and school districts over the past 30 years assisting with the development and implementation of innovative strategies to meet the unique needs of individuals, agencies and communities within this rural area of South Dakota. Within BHSSC, there are three Divisions that participated in the study including the Divisions of Developmental Disabilities, Technology and Innovation in Education, and Education and Workforce Development.

Black Hills Special Services Cooperative has provided services to youth with disabilities for the past 30 years through their **Developmental Disabilities Division (DD)**. The DD Program currently serves 140 children and adults with severe and multiple disabilities. Program services include educational, supported work, and residential options located throughout the Black Hills. The DD program also provides evaluations, consultations and training for students and school personnel from local school districts with particular expertise in the area of special education.

The **Division of Technology and Innovation in Education (TIE)** is a statewide and regional organization providing technical assistance, professional develop, evaluation, research and development on a statewide basis. TIE works closely with local school districts, SD Department of Education, the Governor's Office, and the Board of Regents to deliver necessary training and technical assistance and to develop new opportunities and resources for students and educators across South Dakota. TIE has been actively involved and provided leadership in a number of state and federal programs.

The **Division of Education and Workforce Development** encompasses programs and services related to educational and economic issues that improve outcomes for individuals served.

Education and Workforce Development is actively involved in providing career exploration and guidance; educational services including adult basic education, GED Preparation, Alternative Education; inpatient chemical dependency treatment services; and short-term skills training. Recently this Division contracted with the South Dakota Department of Labor to provide the National Career Readiness Certification Program developed by ACT, Inc.

II. PURPOSE

Many jobs and careers in South Dakota require employees to have at least a bachelor's degree or complete a post-secondary technical program. Many South Dakota youth, those with and without disabilities, do not meet the educational entrance requirements to be accepted into these educational institutes. Youth, who are unable to meet these requirements but who desire obtaining education in the pursuit of employment are limited in their educational and vocational technical training choices in this state. Research indicates only three school districts in South Dakota have organized programs for employment and independent living skills training to help youth ages 18-21. Several of the fastest growing occupations and industries require workers with specialized skills. Employers would, therefore, benefit from hiring employees who have been trained in a specific skilled trade.

Goals and Desired Outcomes of the PHSVT Study

- 1. To identify existing South Dakota vocational technical training programs currently serving youth age 18 to 21, including those with intellectual, severe or multiple disabilities and/or youth who cannot pass the educational entrance exam of formal post-secondary universities and technical institutes:
- To identify the need to expand training programs for this group of youth who want to acquire life, employability and vocational technical skills leading to placement in a skilled job position;
- 3. To identify the best approach(s) in meeting the needs acknowledged from the assessment;
- 4. To identify potential funding mechanisms;
- 5. To develop a final assessment report for distribution to the appropriate agency representatives.

During a meeting in Pierre on May 18, 2010, background information was provided on discussions held concerning the design and development of a program to prepare young adults, ages 18 to 21 years old and as defined above, for future employment in the trades area. Those in attendance at this meeting included Dan Rounds, Brooke Lusk, Gloria Pluimer, Barb Boltjes and Julie Mathiesen.

The discussion of this concept is not new to South Dakota, as Dan Rounds explained. Rather, this has been a discussion under consideration for some years. A formal dialogue was held in January 2009 when several of the State Department Representatives in Pierre gathered to consider the concept. Following that meeting, an onsite tour of the **Aberdeen Transition Learning Campus** was conducted by Bernie Grimme, Deputy Division Director for the SD Rehabilitation Services, and Dan Rounds, SD Central Region Director for the Transition Services Liaison Project. This program was chosen because its offerings most closely identify with the concept of an 18 to 21 Year Old Program serving youth as defined above.

An overview of the Aberdeen Transition Learning Campus (TLC), was prepared by Deputy Director Grimme, and is included below:

Notes from Aberdeen Transition Learning Campus (TLC)

On 2/25/2009, Dan Rounds and Bernie Grimme met and toured the Aberdeen Transition Learning Center (TLC)

Primary Contacts: Nola Roitsch and Sherron Grote (Special Education Director) and Dr. Lorraine Hale from Presentation College.

Location of Program: On campus of Presentation College 3rd floor of the main building. This building has offices and classrooms located throughout. Students also utilize dorm space (referred to suites) at Presentation College. There is excellent collaboration between the Aberdeen School district and Presentation College. In addition to the special education funding, Presentation College is basically donating most of the space at this point and utilizing grant funds for the rest.

Description of Students: Approximately 15 students are attending this program. Almost all the students are also VR consumers. Eleven of the 15 students receive SSA benefits and their disabilities are typically moderate MR or Asperger's Syndrome. The students are between the ages of 18 & 21. The class room setting focuses on independent living and employment readiness development. All the students are or were participating in Project Skills and about half have attended Youth Leadership Forum (YLF). The student's daily schedule is very individualized but the group classes are mostly in the morning and they do their employment activities in the afternoon. Some students do attend classes at Presentation College but only on an "Audit" situation. The program is funded by the Aberdeen School District and Presentation College provides them space at no cost. Aberdeen School District does have "Open Enrollment" which allows students from other districts to attend this program.

There is excellent coordination with VR and the Aberdeen Adjustment Training Center. The program is also working with the local Benefits Specialists. Many of the students, when they leave this program, will be employed and living independently. Some of these students will be eligible for HCBS funding and can continue with their employment and living with long term supports.

Having this program on a post secondary campus helps with integration of the students, but the program lacks opportunities for skills training which Technical Institutes in South Dakota may offer. Project Skills is being implemented by the program staff, but they did comment on the difficulty in making inroads with many employers.

The chart on the following pages identify vocational/technical education and training offerings in South Dakota. This chart may or may not include all of the programs in the state, but provides a general overview of the majority of the programs.

PROGRAM NAME	LOCATION	ENTRANCE REQUIREMENTS	OFFERINGS	SUPPORT/ ACCOMMODATIONS
SD Technical Institutes	Southeast Tech Sioux Falls www.southeasttech.ed	Compass is required for some students, but not all.	Diploma and Associate Programs and Non-Credit Courses	Disability Services
	Western Dakota Tech Rapid City www.wdt.edu	Compass is required for most programs. Health Occupations Basic Entrance Test (HOBET) for nursing and surgical tech.	Diploma and Associate Programs and Non-Credit Courses	Academic Services
	Lake Area Technical Institute Watertown www.lati.tec.sd.us	Compass is required for some programs, but not all. ACTs can be used in place of a Compass. TABE is also used.	Diploma and Associate Programs and Non-Credit Courses	Educational Services Center
	Mitchell Tech www.mitchelltech.edu	Compass or TABE is required for all of the programs except Radiologic Technology. For Radiology prefer students have an 18 or higher on the ACT.	Diploma and Associate Programs and Non-Credit Courses	Instructional Services

PROGRAM NAME	LOCATION	ENTRANCE REQUIREMENTS	OFFERINGS	SUPPORT/ ACCOMMODATIONS
Community Support Providers (formerly known as Adjustment Training Centers) http://dhs.sd.gov/dd/	Aberdeen, Brookings, Chamberlain, Hot Springs, Huron, Lemmon, Madison, Mitchell, Pierre, Rapid City, Sioux Falls, Spearfish, Sturgis, Vermillion, Watertown, Winner, and Yankton	Generally 16 yrs or older who have primarily developmental disabilities which originate during the developmental period and which can be expected to continue indefinitely.	Vocational opportunities may include working in the agency workshop, job coaching and pre-vocational training for participants looking for community jobs and vocational expanded followalong for those working in the community.	May include residential, vocational, service coordination, and nursing care. Residential options for people, such as group homes and supervised apartments. Community living training and residential expanded followalong.
Transition Services Liaison Project (TSLP) www.tslp.org	South East Region, Sioux Falls; North Central Region, Aberdeen; Western Region, Sturgis; South Central Region, Huron; Central Region, Pierre	Students 16-21 years of age and on an IEP.	Training to students, families, schools, VR counselors, and adult service agencies on transition and development of transition plans. Youth Leadership Forum "Catch the Wave" workshop Goal: To enable students with disabilities to reach their maximum potential in their transition from high school to the adult world.	Provides training and technical assistance to students, families, and schools on planning for life after school; including vocational, post-secondary education, and independent living goals; and activities to reach those goals.
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PROGRAM NAME	LOCATION	ENTRANCE REQUIREMENTS	OFFERINGS	SUPPORT/ ACCOMMODATIONS
Box Elder Job Corps http:// boxelder.jobcorps.gov	Nemo, South Dakota	Low income, disadvantaged young adults age 16 through 24. Ninety-day wait if on probation, in treatment or receiving juvenile services. After entrance into the program, TABE is given, but no score requirements, physical required on-site, but not a consideration for entrance. Students on IEPs and ESL students attend Box Elder.	GED/High School Diploma Business Technology Carpentry Culinary Arts Certified Nurse Assistant Electrician Facility Maintenance Painting Networking and Computer Technology Union Bricklaying	Accommodations are offered within financial limitations.
Community Campus	Sioux Falls School District program – located at Western Mall	Programming for students ages 18-21, who have completed four years at their home high school and meet the Campus entrance criteria.	Students participate in community-based independent living and vocational training as well as continuing functional academic skill instruction. Located at the Western Mall, Community Campus is easily accessible to students by city bus and Para transit.	Staff assists students and families with transitioning to adult services as they ageout of the program.

PROGRAM NAME	LOCATION	ENTRANCE REQUIREMENTS	OFFERINGS	SUPPORT/ ACCOMMODATIONS
East Dakota Coop http://www.edec.org/	Sioux Falls	Young adults ages 18- 21 who:	Transition Advantage Programhelps young adults who require assistance and support while pursuing transition	Helps students achieve their goals and objectives by
		-Completed academic requirements for	goals. It is a community-based program assisting in employment and	providing specialized education, training and
		graduation at home	Independent living skills through the IEP team process. The goals may include:	support in key areas of transition.
		received a diploma due to need for continued	Jobs and Job Training - Career	
		transition goals	interest and aptitude assessments, job seeking and keeping skills, job	
		-Participates in activities	placement and support.	
		in a 1:5 supervision ratio	Community Participation - Mobility	
		-Independently follows two-step directions	training, public transportation, agency identification, eligibility and access to public assistance, civic involvement, assistance in development of	
		-Is able to utilize	personal ata files, development of individual interests and involvement in chosen leisure and recreational	
		transportation	activities	
		-Be able to perform activities of daily living.	Home living - Household management, budgeting and personal finances, purchasing and care of personal items, health and safety, shopping and food preparation	
			Education - Self determination and advocacy, problem solving/decision making, interpersonal/communication skills, and functional academic skills.	

PROGRAM NAME	LOCATION	ENTRANCE REQUIREMENTS	OFFERINGS	SUPPORT/ ACCOMMODATIONS
http://www.newtec-sd.net/ index.html	Aberdeen		NEW TEC, in conjunction with Lake Area Technical Institute in Watertown, will offer a 6 months Building Trades Technology program on site in Aberdeen. The course will include: Construction Technology I, Construction Practicum I, First Aid and AED Training, Communications Course, Interior Finishing and Cabinet Installation. Will be constructing a single dwelling home. Program is accredited through LATI and federal financial aid is available.	
Transition Learning Campus (TLC) http:// www.aberdeen.k12.sd.us /dsc/departments/sped/ forms/ TLC application.pdf	Aberdeen – Presentation College	Students, ages 18-21, who have completed academic requirements for graduation at home district but have not received a diploma due to need for continued transition goals.	An age-appropriate setting in which to teach students daily living, social, work, and leisure skills. Students are encouraged to enroll in or audit Presentation College class.	Students can live in the suites at Presentation College at parent expense or through grant money. In-town transportation available if needed.
Community Transitions http://www.brainrehab.org	Rapid City	Serves people with brain injury. Must be age 16 or over, medically stable, and able to benefit from rehabilitation.	A personalized treatment plan that focuses on the whole person. Services include therapy and counseling; cognitive rehabilitation; vocational training; independent living training; case management.	Service coordination; brain injury support group
Adult Transition Program	RC School District program -located at Western Dakota Tech	Students 18-21 yr in RC School District, who have finished academic requirements but still have unmet transition needs.	Focus on independent living skills and vocational skills by collaborating with Black Hills Workshop and utilizing Project Skills work experience program.	Students can access Western Dakota Tech classes with support.

A program in Iowa that has been studied by South Dakota stakeholders is the <u>Student Alternative</u> <u>Vocational Education Program (SAVE)</u> at Iowa Lakes Community College. The participants of SAVE are Special Education students 17 to 21 years of age, who are on a current IEP, and who have transitional needs in developing life skills, employability skills, and a need to develop or explore vocational skills.

The purpose of the SAVE Program is to:

Provide special education secondary students with an option where they will receive, based on their IEP goals, further education in the areas of life skills training, vocation/employability skills training, and transitional/self advocacy skills training.

There are 22 vocational program options in which the SAVE Program students may be involved. Some of which include CNA, Secretarial Specialist, Construction Technology, Welding Technology, Housekeeping Facilities Specialist, Child Care, etc. One of the most attractive features of this program at Iowa Lakes Community College is the students stay on-site in dormitories allowing students from across the state to participate. It was noted that there have been several South Dakota students who have attended this program at Iowa Lakes because of the dormitory feature and the vocational offerings. The missing link for these South Dakota students is the lack of support and assistance from the SAVE staff once they complete their program and relocate back to South Dakota. http://www.iowalakes.edu/student_life_services/SAVE.htm

Academics, EDUCATION FOR LIFE, is a four year, post-secondary certificate-based education program for students with intellectual disabilities. The course of study prepares enrolled students for a self-determined lifestyle after college emphasizing careers, meaningful avocations, and community living. Through the partnership of UNCG and Beyond Academics, students with intellectual disabilities in the certificate track attend classes on campus. A portion of the classes are dedicated to the Beyond Academics students and others are fully inclusive education experiences with matriculating students. Beyond Academics students have the option to audit degree track classes at the discretion and approval of the appropriate UNCG instructor or professor. Beyond Academics students are eligible to receive individual supports while residing in university student housing, according to their academic and community living aspirations. http://www.beyondacademics.org/

IV. NEEDS ASSESSMENT

Two approaches were used to identify the need for a post-secondary program serving young adults in South Dakota as identified above. The first approach in gathering information for the needs assessment included face-to-face interviews with parents and advocates of young adults with disabilities and students with disabilities. A session of these interviews were recorded and produced on a DVD which is available.

The second approach was the distribution of a survey, using Survey Monkey, to parents of students who were on Individual Education Plans during high school and the students themselves.

PARENT SURVEY (the full results of this survey are in the Appendix)

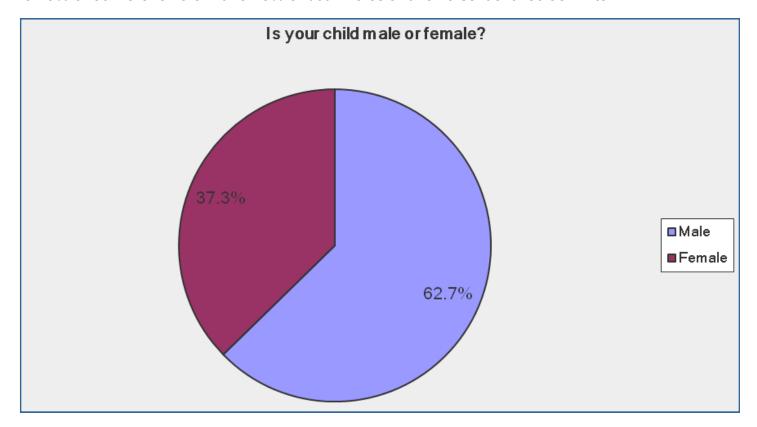
There were 142 respondents to the Post-High School Vocational Transition Survey. The first question asked was for the parent to identify the age of their child. Fifty-eight percent (58.5%) of the youth were identified between the ages of 16 and 17 with an additional 19.7% age 18.

How old is your son or daughter?		
Answer Options	Response Percent	Response Count
16	32.4%	46
17	26.1%	37
18	19.7%	28
19	7.7%	11
20	7.7%	11
21	6.3%	9
	answered question	142
	skipped question	3

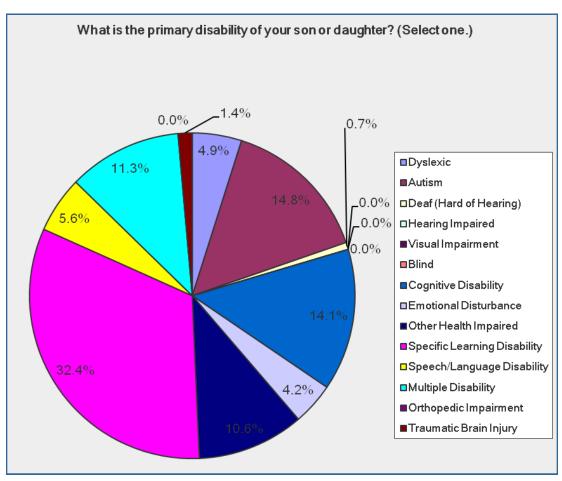
The responses from parents represented all areas of the State of South Dakota with the top five highest responses from Rapid City (20), Aberdeen (16), Sioux Falls (9) Brookings (8), and Watertown (8).

The school districts identified were not clear as several respondents listed "Central" when answering the question "What is the name of the High School your son or daughter attends." There is a Central High School located in both Rapid City and Aberdeen which would explain the top five schools identified in the survey including 18 Central High, 10 Stevens, 8 Brookings, 7 Watertown, and 6 Aberdeen.

The parents responding to the survey indicated that 62.7% or 89 of their youth were male while 37.3% or 53 were female with 91.5% of both males and females identified as white.



Question 6 of the Survey asked the parent to identify the primary disability of their son or daughter. While a specific learning disability received the greatest response (32.4%), three other areas were closely aligned including autism (14.8%), cognitive disability (14.1%), and multiple disabilities (11.3%).



Additional information was requested in this question as follows: *If your son or daughter has a disability not listed above or has multiple disabilities, please provide additional information here.*There were a significant number of parents (20) responding that their son or daughter has Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) as a disability not listed or an additional disability. Other responses included cerebral palsy, Down syndrome, Asperger syndrome, Mental Retardation and Bi-Polar.

The types of support the parents identified that their son or daughter currently receives are listed in the chart below. The top five supports were Resource room assistance in school (62%), followed by Project Skills (21.8%), transportation (15.5%), Family Support 360 (14.1%) and mental health counseling (13.4%).

What types of supports, services, and/or programming does your son or daughter currently receive? (Check all that apply.)					
Answer Options	Response Percent	Response Count			
Occupational Therapy	6.3%	9			
Physical Therapy	7.0%	10			
Family Support 360	14.1%	20			
Resource room assistance in school	62.0%	88			
Tutoring	10.6%	15			
Transportation	15.5%	22			
Mental health counseling	13.4%	19			
Project skills	21.8%	31			
Rehabilitation service	8.5%	12			
Other (Please list below.)	17.6%	25			
Describe other services your son or daughter receives.		40			
	answered question	142			
	skipped question	3			

The following question asked the parents to identify supports their son or daughter would need in order to live in a college dorm or independently in a house or apartment. The highest rating option identified as "full assistance needed" was *Money Management* including activities such as daily living, checking account, and ATM usage. The second highest rating for "full assistance needed" was for both "Transportation" (understanding community transit such as bus or taxi) and "Coordination of Health Care Needs Specific to Your Son or Daughter." The highest rating for "No assistance needed" was in regard to sexual awareness.

Will your son or daughter need support to live in a college dorm or independently in a house or apartment?						
Answer Options	No assistance needed	Some assistance needed	Full assistance needed	Don't know	Rating Average	Response Count
Coordination of health care needs specific to your son or daughter	62	39	34	7	1.90	142
Money management (daily living, checking account, ATM usage)	36	51	50	5	2.17	142
Transportation (understanding community transit such as bus or taxi)	64	42	34	2	1.82	142
A mentor son/daughter can go to for advice on daily living needs or emergencies	46	56	31	9	2.02	142
Household responsibilities (cleaning, cooking, safety and emergency situations)	58	57	25	2	1.80	142
Sexual awareness	67	40	23	12	1.86	142
Nutrition guidance (grocery shopping for balanced meals, preparing and storing food)	55	55	29	3	1.86	142
Community orientation (Identification card, recreation, shopping, bank, library, church, medical clinic, hospital, police department)	52	58	29	3	1.88	142
Other - please list other supports your son independently in a house or apartment.	or daughter v	vould need to	live in a dormi	tory or live		17
					red question ped question	142 3

The majority of parents (48.6%) responding to the survey indicated their son or daughter plans to attend post-high school education (university or technical institute). Thirty-eight percent (38%) of the parents identified the plan for their son or daughter was to go to work following high school.

What does your son or daughter plan to do following high school? (Select one)					
Answer Options	Response Percent	Response Count			
Employment (work)	38.0%	54			
Post-high school education (university or technical institute)	69				
Military	3.5%	5			
Other	9.9%	14			
Name of military branch or other information about your son/daughter's pla	ans.	30			
	answered question skipped question	142			

The following question addressed *where* those students who planned to go to post-high school education would they most likely attend. Sixty-seven percent (67%) of the respondents indicated their son or daughter would most likely attend a University/college (28%) or Technical Institute (39%) in South Dakota.

If your son or daughter plans to enroll in post-high school education or to (Select one)	raining, where will they mo	ost likely attend?
	Response Percent	Response Count
University/college in South Dakota	28.0%	23
Private university/college in South Dakota	0.0%	0
Technical institute in South Dakota	39.0%	32
Community Support Provider	3.7%	3
Box Elder Job Corps	0.0%	0
Military	6.1%	5
Out-of-state for post-high education or training	11.0%	9
Other education/training	12.2%	10
Provide additional information		23
	answered question skipped question	82 63

Of the 131 parents responding to where their son/daughter wants to live, seventy percent (70%) identified a community in South Dakota or the state of South Dakota. The answers from the parents to these questions can be found in their entirety in the appendix.

Please answer the following questions about the next phase of your son/daug	hter's life.	
	Response Percent	Response Count
What type of job does your son/daughter want to do? What company/employer does your son/daughter want to work for? What community and state does your son/daughter want to live in or near?	99.3% 91.9% 96.3%	135 125 131
	answered question skipped question	136 9

Thirty-four percent (34%) of the parent respondents felt "very confident" their son or daughter could get and keep a job. Thirty-eight percent (38%) of the parent respondents felt very confident their son or daughter could live in a group home or apartment with support. Thirty-two percent (32%) of the parents responded they were very confident that their son or daughter could live independently and twenty-seven (27%) felt very confident that their son or daughter could complete a post-high education or training program.

What is your level of confidence about the next phase of your son/daughter's life? My son/daughter will acquire the skills necessary to					
	Not Confident	Somewhat Confident	Very Confident	Rating Average	Response Count
get and keep a job.	29	58	44	2.11	131
live in a group home or apartment with support.	18	45	39	2.21	102
live independently.	41	47	42	2.01	130
complete a post-high education or training program.	34	57	33	1.99	124
You are welcome to provide additional	I information.				22
			ans	wered question	131
			Si	kinned auestion	14

Some of the additional comments to this question included:

- The supports are just not available right now to help Ben be successful in a post-secondary program.
- Inclusion in all aspects of community life are important to our son and our family.
- my son is determined and currently has a 4.0 grade point average. However, when the depression hits, he makes impulsive poor decisions.
- He will need help coaching/mentoring to achieve these goals and improve the chances of success
- Needs to be some kind of training for students that won't go to college or tech school and don't really need an adjustment training center

The top three areas parents are "very concerned" about during their son or daughter's transition to the next phase of life included:

- Managing money or making financial decisions (46%)
- Making and keeping friends (32%)
- Making good decisions about interacting with people (29%)

During the transition to the next phase of life, w	hat is your level of concern about	your son/daughter's ability to
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	Not concerned	Somewhat concerned	Very concerned	Rating Average	Response Count
make healthy choices about what to eat or drink?	43	60	27	1.88	130
manage money or make financial decisions?	16	55	60	2.34	131
maintain personal safety?	43	52	34	1.93	129
make and keep friends?	49	40	42	1.95	131
get from home to other places in the community?	58	46	27	1.76	131
participate in community activities?	49	59	23	1.80	131
make good decisions about interacting with people?	32	61	38	2.05	131
make good decisions about engaging in activities?	41	60	30	1.92	131
Comments are welcome					11
			answere	ed question	131
			skippe	ed question	14

The four areas parent respondents were "not confident" that the State of South Dakota offer supporting services for transitioning from high school to the next phase in life were:

- Financial support for independent or supervised living (42%)
- Financial assistance for post-secondary education/training (35%)
- Location of education/training within reasonable driving distance (34%)
- Natural supports for inclusion in community activities (34%)

What is your level of confidence that South Dakota currently offers supporting services for transitioning from high school to the next phase in life?

	Not confident	Somewhat confident	Very confident	Rating Average	Response Count
Financial assistance for post-secondary education/training	45	66	19	1.80	130
Financial support for independent or supervised living	53	56	18	1.72	127
Location of employment within reasonable driving distance	41	63	24	1.87	128
Location of education/training within reasonable driving distance	43	57	28	1.88	128
Natural supports for inclusion in community activities	43	54	30	1.90	127
Natural supports needed to make and maintain social relationships	38	63	25	1.90	126
Services to support assistance in the activities of daily living (Ex: Personal care help for person who uses a wheelchair.)	28	62	32	2.03	122
Please provide other information					23
				d question	131
			skippe	d question	14

Sixty five parents responded to the final question asking if there were other concerns, questions or suggestions about helping their son or daughter transition from high school to the next phase in life.

Do you have any other concerns, questions or suggestions about helpin school to the next phase in life?	ng your son or daughter transition from high
Answer Options	Response Count
	65
ar ar	nswered question 65
	skipped question 80

Some of the responses included:

- Not a training program appropriate for my daughter.
- Our daughter will need job coaching and life coaching as well as supervision or close monitoring
- I worry about what will happen to her when her parents are no longer around. Who will help her?
- Have many questions about the transitioning from school to the next phase of life as what is available for her.
- I would like to see help with supports in small communities.
- Lack of support or idea of services that provide what he needs no current program fits his needs – moving from iep type services to generic- one size fits all

STUDENT SURVEY (the full results of this survey are in the Appendix)

There were 457 total students responding to the student survey from across the State of South Dakota. Not all of the student respondents answered all of the survey questions.

Of the four hundred fifty seven (457) student respondents, 444 answered the question "How old are you?" Two hundred six (206) of the student respondents were age 16 which represented 46.4% of the student respondents. One hundred twenty three (123) were age 17 or 27.7% and seventy three (73) or 16.4% were age 18.

How old are you? (Select one.)		
Answer Options	Response Percent	Response Count
16	46.4%	206
17	27.7%	123
18	16.4%	73
19	4.5%	20
20	2.9%	13
21	2.0%	9
	answered question	444
	skipped question	15

Students responding to the survey represented all areas of South Dakota with the greatest response from the communities listed below.

- 68 Aberdeen
- 65 Rapid City
- 30 Brookings
- 21 Sturgis
- 15 Freeman
- 13 Watertown
- 13 Sisseton
- 13 Martin
- 12 Spearfish
- 12 Mitchell
- 11 Redfield
- 10 Sioux Falls
- 10 Lemmon

A significant number of students (69) responding to "What is the name of the high school you attend" answered Central High School. There is a Central High School in both Rapid City and Aberdeen which would account for this high response. Other double digit responses came from the following schools:

- 69 Central High School
- 42 Aberdeen Central
- 26 Brookings
- 17 Spearfish High School
- 17 Sisseton High School
- 17 Bennett County
- 16 Stevens High School
- 15 Sturgis Brown High School
- 13 Redfield High School
- 12 Beresford
- 11 Mitchell High School
- 11 Lemmon High School
- 11 BHS/BHSSC
- 10 Harrisburg

Sixty-two percent (62.1%) of the students responding to the survey were male (284) and 37.9% were female (173). The majority of students (79.2%) responding to the survey identified their race as white.

What is your race of national origin? (Answering this question is optional.)			
Answer Options	Response Percent	Response Count	
White	79.2%	362	
Black	0.9%	4	
Hispanic	1.5%	7	
Native American	13.6%	62	
Other (Please provide more information below.)	4.8%	22	
If you answered "other," please provide more information about you	ır race or national origin.	24	
	answered question	457	
	skipped question	2	

Forty-four percent (44.2%) or 202 of the students responded that their primary disability was a "Specific Learning Disability."

Additional information was requested in this question as follows: *If you have a disability not listed above or have multiple disabilities, please provide additional information here.* There were a significant number of students who identified that they have Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) as a disability not listed or an additional disability.

What is your primary disability? (Select the one that best describes your disability.)				
Answer Options	Response Percent	Response Count		
Dyslexic	4.8%	22		
Autism	5.5%	25		
Deaf (Hard of Hearing)	0.7%	3		
Hearing Impaired	1.3%	6		
Visual Impairment	1.8%	8		
Blind	0.2%	1		
Cognitive Disability	12.9%	59		
Emotional Disturbance	7.9%	36		
Other Health Impaired	11.6%	53		
Specific Learning Disability	44.2%	202		
Speech/Language Disability	4.4%	20		
Multiple Disability	3.1%	14		
Orthopedic Impairment	1.1%	5		
Traumatic Brain Injury	0.7%	3		
If you have a disability not listed above or have multiple disabilities, please provinformation here.	ide additional	66		
	answered question	457		
	skipped question	2		

The students responding to the survey have definite plans to either go to work after high school or attend a university or technical institute with 81% or 370 students responding accordingly.

What do you plan to do after high school?		
Answer Options	Response Percent	Response Count
Employment (work)	37.0%	169
Post-high education (university or technical institute)	44.0%	201
Military (Please identify which branch in the box below.)	9.8%	45
Other (Please explain below)	9.2%	42
If you answered military, please identify which branch. If you selected other,	please explain.	67
	answered question	457
	skipped question	2

Although there were 246 students responding that they were either going on to post-high education or the military, only seventy six (76) responded to the question below, "If you selected post-high education, where are you going?" Of those 76, 42% or 32 of the respondents indicated they are going into the military and 21% or 16 of the respondents identified they plan to attend a University/ College or Technical Institute in South Dakota.

If you selected post-high education, where are you going?		
Answer Options	Response Percent	Response Count
University/college in South Dakota	10.5%	8
Private university/college in South Dakota	0.0%	0
Technical institute in South Dakota	10.5%	8
Community Support Program (formerly known as adjustment training centers)	0.0%	0
Box Elder Job Corps	3.9%	3
Military	42.1%	32
Out-of-state for post-high education or training (Please provide additional information in the box below.)	14.5%	11
Other education/training (Please provide additional information in the box below.)	18.4%	14
Is you selected out-of-state or other education/training, please provide addition	nal information.	21
	answered question	76
	skipped question	383

Two hundred thirty six (236) students responded to the question, "Where would you like to live after high school?" Of those, the majority, 47.9% identified that they wanted to live independently in their own apartment or house. Some of the "other" answers that were listed by the students included *get married and have kids*, in a house with children, and with a boyfriend/girlfriend.

Where would you like to live after high school?		
Answer Options	Response Percent	Response Count
With a parent or family member	18.2%	43
Group home	6.4%	15
Supervised apartment	9.7%	23
Dormitory on a college campus	4.7%	11
Independently in your own apartment or house	47.9%	113
Other (Please explain below.)	13.1%	31
If you answered other, please explain.		33
	answered question	236
	skipped question	223

Four hundred twenty three (423) students identified the type of job they would like, the company/ employer they would like to work for, and the town or state they would want to live in or near when they go to work after high school. Some of the more frequent responses included auto mechanics/ mechanics, carpentry/construction, nurse/hospital worker, daycare provider, and teacher. Over 50% of the respondents indicated they wanted to live in South Dakota when they go to work following high school.

Please answer the following question about the next phase of your life.		
Answer Options	Response Percent	Response Count
What type of job would you like? (Sample: I'd like to be a cook.)	100.0%	423
What company/employer would you like to work for? (Sample: McDonalds)	100.0%	423
What town or state do you want to live in or near? (Sample: Sundance, WY or Ludlow, SD)	100.0%	423
answe	red question	423
skip	ped question	36

Two hundred sixty one (261) or 62% of the four hundred twenty three (423) students felt very confident that they would be able to earn enough to get and keep a job, one hundred eighty six (186) or 44% felt very confident they would be able to live independently, and two hundred five (205) or 48% felt very confident they could complete a post-high education or training program.

How confident are you that you will be able to learn enough	ugh to				
Answer Options	Not confident	Somewhat confident	Very confident	Rating Average	Response Count
get and keep a job.	20	142	261	2.57	423
live independently.	51	186	186	2.32	423
complete a post-high education or training program.	53	165	205	2.36	423
You are welcome to provide additional information.					20
			answere	d question	423
			skippe	d question	36

Students identified what they would be most concerned about in the next phase of their lives. The responses included to manage money and make financial decisions followed by personal safety. Some of the other concerns that students listed included:

- Ability to focus on my goals in life and family emergencies and stuff like that are the very concerns in my adult hood
- I want to learn the bus routes and other stuff that is open to someone like me
- General health concerns such as allergies, fatigue, fainting
- Concerned about not entering the military
- Getting a job that will help pay my bills

As you transition to the next phase of your life what is yo	our level of co	ncern about th	e following		
Answer Options	Not concerned	Somewhat concerned	Very concerned	Rating Average	Response Count
Make healthy choices about what to eat and drink Manage money and make financial decisions	137 65	175 202	111 155	1.94 2.21	423 422
Be able to respond to emergencies such as fire or bad weather	136	132	155	2.04	423
Personal safety	144	113	166	2.05	423
Making and keeping friends	152	124	145	1.98	421
Ability to get from home to other places in the community	149	124	149	2.00	422
Ability to participate in community activities	156	173	90	1.84	419
Ability to make good decisions about interacting with people	150	129	143	1.98	422
Ability to make good decisions about engaging in activities	158	123	133	1.94	414
Other concerns you might have as you transition to the r	next phase of	your life.			15
			answere	d question	423
			skipped	question	36

One hundred five (105) students provided a question or comment about transitioning from high school to the next phase of their life. Some of the comments and questions included:

- Budgeting or Life skills Math
- buying my own home and place
- Concerd where to go to find a job finding where to live trying to make friends
- Concerned about getting a drivers license and a job
- Could i get a farm right away.
- Going off to Collage
- Graduating into college
- How do you sing up for the army
- How hard will it be?
- how much diferent is it.
- I will miss high school. I will miss the teachers.
- I would like to live and make decisions on my own (with help to develop skills) like the other people in my community my same age do.
- i would like traning in pierre so i dont have to leave my home town. houseing to.
- The only thing I would be concerned is managing money.
- To start work afert high school.
- Will I have enough help for homework and so I know what to do in certain situations as in where to go to class?
- will it be easy

Employment Opportunities in the State of South Dakota

Information provided by the South Dakota Labor Market Information Center indicates that the current November 2010 seasonally adjusted unemployment rate for South Dakota is 4.5 percent (preliminary), compared to the national rate of 9.8 percent. Prior to the national recession which started in December 2007, the last time the seasonally adjusted unemployment rate was 4.5 percent in South Dakota was in November 1986. Despite the recent recession, the number of jobs in South Dakota is projected to grow for the 2008 to 2018 time period. Of the 75 published industries presented by three-digit North American Industrial Classification System (NAICS) code, 55 are projected to have employment growth through the year 2018.

Private industries projected to add the most workers during this time period include:

- Food Services and Drinking Places
- Hospitals
- Ambulatory Health Care Services
- Agriculture, Hunting, Forestry and Fishing
- Administrative Support Services
- Nursing and Residential Care Facilities
- Professional, Scientific and Technical Services
- Social Assistance
- Accommodations
- Educational Services

Occupations projected to add the most workers during this time period include:

- Registered nurses
- Customer Services Representatives
- Retail Salespersons
- Combined Food Preparation and Serving Workers, including Fast Food
- Bookkeeping, Accounting and Auditing Clerks
- Waiters and Waitresses
- Nursing Aides, Orderlies and Attendants
- Cashiers
- Truck Drivers
- Accountants and Auditors

The following chart, also from the SD Labor Market Information Center, identifies select occupations, the number of openings across the state, the average entry level wages from these posted openings, and projections through 2018. Those occupations highlighted in yellow identify occupations most closely related to short-term vocational training or on-the-job training.

	Statewide South Dakota Job Openings Select Occupations January 1, 2010 through December 14, 2010	a Job Openir tions ecember 14,	ıgs . 2010		
30S*		Number of	Average of Entry Level Advertised Wages from	**10th Percentile	2008-2018 Average Annual Demand
11 John	SUC LITTLE	Openings	Posted Openings	Wage	TOT WORKERS
11-2022	Sales Managers	/5	\$9.09	\$30.78	11
19-4011	rood 3el vice Maliagels Agricultural and Food Science Technicians	34	\$10.44	\$10.71	16
25-2011	Preschool Teachers, Except Special Education	219	\$8.85	\$10.14	36
25-2012	Kindergarten Teachers, Except Special Education	П	n/a	\$27,518	12
25-2032	Vocational Education Teachers, Secondary School	7	n/a	\$30,688	14
25-2041	Special Education Teachers, Preschool, Kindergarten, and Elementary Sch	78	n/a	\$28,805	23
31-1012	Nursing Aides, Orderlies, and Attendants	1,220	\$9.25	\$8.2 <mark>6</mark>	144
35-1012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	240	\$8.92	\$11.45	39
37-1011	First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	61	\$10.04	\$12.07	12
37-2012	Maids and Housekeeping Cleaners	<mark>1,464</mark>	\$8.42	n/a	127
37-3011	Landscaping and Groundskeeping Workers	1,135	\$9.40	\$8.13	61
39-9011	Child Care Workers	285	\$8.69	n/a	210
41-1011	First-Line Supervisors/Managers of Retail Sales Workers	298	\$8.74	\$12.82	101
41-1012	First-Line Supervisors/Managers of Non-Retail Sales Workers	13	\$17.00	\$20.96	27
41-2011	Cashiers	1,027	\$7.75	n/a	298
41-2022	Parts Salespersons	69	\$9.52	\$8.62	71
41-2031	Retail Salespersons	1,940	\$8.25	n/a	572
43-6011	Executive Secretaries and Administrative Assistants	399	\$10.91	\$12.70	71
43-6013	Medical Secretaries	147	\$10.56	\$10.92	6
43-9199	Office and Administrative Support Workers, All Other	154	\$10.25	<mark>\$8.56</mark>	n/a
47-2061	Construction Laborers	<mark>1,370</mark>	\$10.36	\$9.0 <mark>4</mark>	<u>77</u>
49-2011	Computer, Automated Teller, and Office Machine Repairers	11	\$11.50	\$11.76	7
49-3021	Automotive Body and Related Repairers	42	\$10.59	\$11.47	22
49-3041	Farm Equipment Mechanics	51	\$11.43	\$10.79	26
49-3051	Motorboat Mechanics	3	n/a	\$10.75	n/a
49-3052	Motorcycle Mechanics	12	\$8.00	\$11.04	3
49-3053	Outdoor Power Equipment and Other Small Engine Mechanics	16	\$10.33	\$10.09	3
51-4121	Welders, Cutters, Solderers and Brazers	<mark>236</mark>	\$ <mark>12.59</mark>	\$11.12	109

^{*}SOC is an abbreviation for Standard Occupational Classification

**A percentile wage represents the percentage of an occupation's workers who earn less than or equal to that wage. This information is gathered through a survey of South Dakota employers.

Prepared by the South Dakota Department of Labor, December 2010.

V. ANALYZING THE NEEDS ASSESSMENTS

The re-occurring theme that surfaced from the needs assessments was to have a post-secondary program/offering in South Dakota that would provide young adults with disabilities the necessary supports, beyond what is currently available, to successfully learn a job skill that would provide them meaningful work opportunities upon completion of their program. Furthermore, there was a strong message that in order for a program such as this to be successful, it must provide residential accommodations on campus along with formal instruction and coaching for these young adults to learn independent living, socialization, and life skills for successful community living during and after their post-secondary experience.

The parent survey identified the top four supports (full assistance needed) their son or daughter would need in order to live in a college dorm or independently in a house or apartment as money management, coordination of health care needs specific to their son or daughter, transportation—understanding community transit, and a mentor for their son or daughter that they could go to for advice on daily living needs or emergencies.

The following written comment was from a parent in reference to the question "where do you see your son or daughter living after high school?"

"NAME has graduated with an unsigned diploma. He desperately needs his independence; he would require supervision with room to grow. He is not happy at home and seems to be too high functioning for any services that are currently available. At the same time, he's too low functioning to live successfully on his own."

The student survey identified the primary concerns (very concerned) as they transition to the next phase of their life as personal safety, manage money and make financial decisions, be able to respond to emergencies such as fire or bad weather, ability to get from home to other places in the community, and ability to make good decisions about interacting with people.

The survey results also indicate that over 50% of the students who responded to the survey plan to live in South Dakota and 47.9% of the students want to live independently in their own apartment or house.

During the interviews that were video-taped, one of the final questions was, "If you could design a post-secondary setting for your son or daughter, what would it look like?" The answer from a parent was as follows:

"I would like to see a setting like they have in Iowa Lakes (SAVE Program) in South Dakota where we have a dorm that is supervised, where the kids are still learning independent living skills, still learning a trade, yet they are still monitored to some degree. Because there are a lot of those kids out there that still need to be monitored. That's why we don't let them go!"

VI. POTENTIAL FUNDING MECHANISMS

Students who receive special education services under IDEA (Individuals with Disability Education Improvement Act, 2004) may be eligible for transition services: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. (Reference: The South Dakota Guidance Policy: Applying Graduation Requirements to Students with Disabilities, May 20, 2010 http://doe.sd.gov/oess/documents/sped_transition_GraduationQA.pdf).

The Guidance Policy states:

Students who have earned the high school credits to receive a diploma but have not received their <u>signed diploma</u> may be eligible for transition services: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The IEP team makes that determination. The student can receive a signed diploma once transition services have been completed or age out whichever comes first. Graduation with a **signed regular high school diploma** ends the student's eligibility for a FAPE under IDEA and South Dakota Special Education Rules.

A funding source identified by the Beyond Academics Program at the University of North Carolina, Greensboro was the Higher Education Opportunity Act. This Act was authorized by Congress in August 2008. In the Act, there is a provision for developing *Comprehensive Postsecondary Education Programs* to meet 'considered' best practices such as:

- Offered by the institution of higher education
- Support students in continuing academics, career and technical preparation and inclusive community living
- Advising and curriculum structure
- Enrolled for no less than half time
- Inclusive experiences such as classes with other university students; auditing; internships and employment coaching

The Federal Rule, effective July 1, 2010, allows access to typical loan systems of other students, ie, Pell Grants, Work Study, Supplemental Education Grants, when attending a US Department approved Post Secondary Education Program. (Source: Beyond Academics SM Study, Supplemental Education Grants)

Other possible funding sources might include partnering with a 501C3 and soliciting Corporate Sponsors, federal and state grants, and/or foundation funding.